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(132-134), *Integer Vitae* (136-138), and, without music, Professor Kellogg's Latin Version of America (*THE CLASSICAL WEEKLY* 8.7), a Latin version of *Rock of Ages*, *Dies Irae*, *Ad Sanctum Spiritum*, and *De Nativitate Domini*.

Finally, there is a Bibliography (147-148). The book is to be heartily commended. As Miss Paxson remarks in her Preface (iii), we may say of such a book as this, as of the work of Latin Clubs, *usus est optimus magister*, yet it is also true that *Dimidium facti qui coepit habet* (Horace, *Epistulae* 1.2.40). Miss Paxson has made an excellent beginning. It remains for her fellow-teachers to use her book sympathetically, and to give her any suggestions that occur to them for its improvement. C. K.

## SECOND YEAR LATIN: MATERIAL AND PREPARATION<sup>1</sup>

What Latin shall we read in the second year? In the normal course of five periods per week, how can we cover the College entrance requirements or their equivalent in a scholarly manner, without undue haste, without exhausting both teacher and pupil, and without arousing weariness and consequent hatred for the subject-matter? These are questions that have long been the most prominent and the most harassing in the minds of Latin teachers in the High Schools. Shall we take concerted action and in a body clamor for a reduction in the amount of reading required, or can a method be devised not merely to cover the ground, but to cover the ground easily and naturally?

What ground is to be covered? The Colleges require the reading of four books of Caesar's Gallic War or the equivalent, and this is likely to be the state of affairs for some time to come; and with reason, for in spite of spasmodic assertions to the contrary, we still maintain that Caesar's Latin is the ideal for beginners. Not to mention the usual arguments, such as frequent repetition of similar constructions, definite and useful vocabulary, etc., the subject-matter in itself makes the book worth reading. Most children like history, and, in reading Caesar, they are reading about a series of events on which the foundation of French history is laid; history from the modern standpoint, not affected by tradition, but founded on fact; with geographical descriptions that are truly wonderful, seeing that Caesar had to make his own maps; with ethnological analyses as interesting as those of Tacitus; with stories of individual prowess and human weakness that indicate not only psychological insight, but a strong sense of humor. In short, the Gallic War is a plain, straight-forward narrative told in simple, direct language, and full of human and historical interest.

But a cry —almost a wail— is heard: We are interested in the Gallic War, but our pupils are not.

This must indeed be our conviction, for otherwise why should we continually beg the question by asking: *How* can we make Caesar interesting to the pupil? It is true that there should be a question in our minds, but that question should be: *Why* is Caesar not interesting to the pupil? And the answer undoubtedly is: Because they do not understand what they are reading. Most teachers have learned that the answers to such questions as *Why* did Orgetorix make a conspiracy? *What* is the story of the Helvetian expedition? are sadly disillusionizing. Even though we take about four months to translate the first thirty chapters of Book I—or perhaps because we do take so long—the story, as a story, is misty in the minds of about 95 per cent. of the pupils; and it is the story that should keep alive the interest. They have too many new conceptions, political and geographical, to take in all at once; and the day's work seems enough without the digestion of the real meaning of such expressions as *consul*, *citerior provincia*, *ulterior provincia*, etc., and of such ideas as Caesar's duty as governor, the condition of affairs on his boundaries, the relationship of the various tribes, and all the causes that brought about the whole campaign.

*How* then shall we correct this state of affairs? By making the above-mentioned concepts thoroughly a part of the pupil's mental equipment during the first year. But the answer may be made that all first year work attempts to do this. As it is clear that all first year work does *not* do what it tries to do, we must find another first year method. This paper does not claim that any startling discoveries in that line have been made, for probably many teachers present are employing a similar method and an equally practical one; it simply attempts to describe a method by which Caesar *has* been made interesting to pupils through the first year work.

Of all the varieties of first year books available, several can be found which excellently develop this method. A certain series of lessons, for example, prepares the student for the translation of a certain piece of Latin. This is not a strictly original idea, as it goes back to the old inductive method, now happily defunct; but it differs from the latter in that it does not attempt to introduce the actual story of the Gallic War for the first six or seven weeks. Those first lessons in vocabulary, declension and construction, however, are definitely aiming toward the reading of the *De Bello Gallico*, 1.1, lines 1-6, as their climax. In the meantime, the pupils, who have been daily facing a map of Gaul, have learned the principal geographical divisions and how to bound them in Latin, without books. They are on familiar terms with the ideas conveyed by *Gallia* and *provincia*, and are fairly well acquainted with the names and the locations of the principal tribal divisions. And they like it, for it is easy to interest beginners. They feel important because they can actually use a few words in a foreign language; so that such an exercise as bounding a

<sup>1</sup>This paper was read at The Tenth Annual Meeting of The Classical Association of the Atlantic States, held at the Central High School, Philadelphia, April 15, 1916.

country in Latin, which would not be likely to excite a second year class, is not far from exhilarating to the younger pupils.

The authors of most text-books of this sort, however, have a mistaken idea that the path of Caesar is too rough at first for youthful feet, and try to mend matters by furnishing, before the actual text, a simplified version, called a development exercise, as a preparation. Some of these exercises merely cut up a long sentence into smaller parts; but sometimes the effect is exceedingly confusing. Compare e.g.

*Illud Caesari renuntiatur: Helvetii habent in animo iter facere. Caesari renuntiatur, Helvetiis esse in animo iter facere. Helvetiis est in animo per agrum Sequanorum et Aeduorum iter in Santonum fines facere.*

This 'development' idea is mentioned merely because of its pleasing result: the pupils requested that they be not required to study via the development exercise, because, in the popular idiom, 'they got all mixed up in the story'. Some of the best students actually disapprove of *spoiling the Latin!* Consequently, in the second term, at any rate, the Caesar itself is read at once without previous explanation.

The objection has been made that too many things must be taken for granted at the beginning (e.g. *ad effeminandos animos* in Chapter I), with the pernicious result that pupils are compelled to learn by heart what they do not understand. But in the whole of Chapter I the only notes really needed are as follows: (1) translation of relative pronoun and of *ipse*; (2) on *ad effeminandos animos*; (3) on *qua de causa*; (4) on *dictum est*. Compare this with the voluminous notes in any edition of Caesar. Besides, there is even an advantage in these very things. Memories are sharp and interest eager in the beginning stages, and so, when the pupils later are learning the gerundive construction, for example, the recollection of familiar phrases like *ad effeminandos animos* and *ad eas res conficiendas* is of considerable assistance.

At the end of the first year we have completed 14 and frequently 15 chapters of Book I. In passing, mention should be made that 13 and 14 are read in simplified form, and the heavens have not yet fallen. We do not even go back at the beginning of the second year and wilt our tender flower of interest by rereading these chapters, especially as Chapter 15 starts out with the continuation of the simple narrative. For it goes without saying that we do *not* go back and start all over again at the beginning of the second year. What would be the use? The story has been studied intensively for a whole year; furthermore, what teacher of French or German or Spanish would think of repeating the reading of the first year?

What, then, have we gained toward our second year work? The pupils continue a subject with which they feel well acquainted; they are familiar with the ideas; they are interested in the fate of the Helvetians; they have a real admiration for the 'hero' of the story;

and last, but not least, they have translated 14 chapters of their second year Latin, an amount which ordinarily requires nearly three months to cover. It is easily possible then to finish Book I the first term; therefore the rest of the work can be done with dignity and ease in the second term instead of in the frenzied rush that usually characterizes the last few weeks.

Perhaps this result seems too ideal to be possible. It must be understood that this method by no means places either teachers or pupils where they can rest on their oars and float placidly along. The work is, of course, difficult at the beginning of the second year, especially after the summer vacation, but it is distinctly not so difficult, even with the handicap of an inferior class, as when the work of the first year has been done in a different way. Indeed it is with such a class that the difference in preparation is most apparent. Results appear more quickly, larger assignments can be given, ground can be covered more rapidly. After the first six or eight weeks the difference between a first-term Caesar class and a second-term class would not be immediately obvious to an observer accustomed to the old method.

Book II can easily be finished, including the composition based upon it, well within the first two months of the second term; in such Schools as do not reorganize in the middle of the year from a week to ten days are saved in addition to this. Our pupils are gaining in experience by this time, so that the third book, containing only 29 chapters, many of which are very short, can be read within the next month, especially as much sight reading may be done; be it understood, however, that this sight reading is always reread the following day, along with the regular review work. This is an especially good chance for those unfortunates, the A pupils, who now have an opportunity to show what they can do; for it is a well-known fact that many of our best pupils are in danger of being infinitely bored by being compelled to adapt their own pace to that of much inferior students. Most Latin teachers know that there is also a spirit of rivalry in sight reading that seems to animate even the slowest, so that they often do better work under its inspiration than they usually do in regular class work. As for prose composition, the second year work in the Girls' High Schools of Philadelphia covers the course in D'Ooge's Composition, Part I, through the lessons based on Books I-III; and this allows for an average of one lesson per week for the whole year. If we keep the composition parallel with the reading—a matter of choice with the individual teacher—we finish Book III and the composition for the whole period six or seven weeks before the end of the year, even though we do not count on more than a week or two in June.

As often suggested, portions of Book IV, especially those referring to Britain, and selected passages from the other books, may be read next instead of the usual requirement. The West Philadelphia High School for Girls for the last two years has been substitut-

ing for Book IV passages from various other authors, mainly to open the eyes of the students to the fact that other Latin writers existed besides Caesar, Cicero and Vergil, also to stimulate interest in reading. These extracts are included in Miller and Beeson's Second Year Book, and consist of the following: 20 lines of Ovid; 55 lines of Aulus Gellius; 540 lines of Eutropius, giving a fairly good résumé of Roman history; 223 lines of Viri Romae, including the life of Julius Caesar, in all 838 lines, certainly a fair enough substitute, as far as quantity is concerned, in comparison with the 456 lines in Book IV (the latter number is calculated from the same text). These numbers are given merely to show that the quantity is more than equivalent, even though some of the material be pretty easy reading.

In conclusion, let it be said that we have not attempted to work miracles, and we sincerely trust that these remarks will not be understood in that light. The claim is merely made that the gap between first and second year Latin has been successfully bridged in a rational manner, and that in so doing we have at least made, for our pupils and ourselves, *faciliora ex difficillimis*.

WEST PHILADELPHIA  
HIGH SCHOOL FOR GIRLS.

LAURA R. SEGUINE.

### THE CULTURE OF THOMAS JEFFERSON

To the student of the Classics the most interesting thing in the Library of Congress at Washington is the considerable remnant of the library of Thomas Jefferson.

On October 6, 1820, Jefferson wrote to his young grandson, Francis Eppes,

I consider you as having made such proficiency in Latin and Greek that on your arrival at Columbia you may at once commence the study of the sciences.

In his home at Monticello Jefferson had a library of six thousand choice volumes, the product of nearly every press since Aldus, which he had been collecting for fifty years. Two thousand of these books remain to us in one place. From them we know his linguistic habits; and there is no better demonstration anywhere that mastery of our own tongue is best achieved by knowledge of the literature of two thousand years ago.

When the British raided Washington in 1814, they took particular pains to burn the Library of Congress. Ex-President Jefferson promptly offered to sell his library to Congress to replace the lost one. In a letter to Dr. Thomas Cooper, January 16, 1815, he described his library as probably the best chosen collection of its size in America.

There were some members of that Congress who did not appreciate the pearls before them. Cyrus King of Massachusetts said:

It might be inferred, from the character of the man who had collected the library, and of France, where the collection was made, that it contained irreligious and

immoral books, works of the French philosophers, who caused and influenced the volcano of the French Revolution, which had disrupted Europe and extended to this country. He was opposed to the general dissemination of that infidel philosophy, and of the principles of a man <Jefferson> who had inflicted greater injury on our country than any other man except Madison<sup>1</sup>. . . . The bill would put into Jefferson's pocket \$23,900 for about six thousand books, good, bad and indifferent, old, new and worthless, in languages which many can not read, and *most ought not*.

But the majority of both House and Senate favored the purchase, and the bill passed. It was approved by President Madison, January 30, 1815. The books were catalogued, packed in boxes, and carried in wagons from Monticello to Washington. Mr. Jefferson received \$23,950.

Undoubtedly the best known volume in this collection is the compilation which Jefferson named *The Life and Morals of Jesus of Nazareth*, and which is better known as Jefferson's Bible. He took certain portions of the New Testament and pasted on blank sheets, in parallel columns, the text in Greek, Latin, French and English. These sheets he had handsomely bound in red morocco. Within the present century Congress has had a photolithographic facsimile of this compilation published as a public document.

Mr. Jefferson had a great fondness for parallel column or interpage translations. There are scores of them in Greek-Latin, Latin-French, and Latin-English. Often the two versions are in different prints. The Greek is sometimes on a page with the margin trimmed off. One of the volumes of Diodorus Siculus has the following explanation written on the fly-leaf:

Note: This is the editio princeps of Diodorus, published in 4°, but made to appear 12° by cutting off the margin. Mr. Jefferson interleaved it with the corresponding books of Lauren Rhodoman's Latin version, published at Hanau, by Urchel, d°, in 1611. F. Vinton.

So also of many others Mr. Jefferson had patiently taken volume after volume, and, where he could do no better, had torn off the covers, and interpaged, as nearly as he could, the Greek and the Latin, or the Latin and the English. There is even a Caesar's *De Bello Gallico*, interpaged with a translation of it into Greek.

On Christmas eve, 1851, there was a fire in the old library in the Capitol, by which four thousand volumes of the Jefferson collection were destroyed. Two thousand volumes were in another room and were uninjured. A catalogue was printed in 1815, so that we know just what the collection originally contained. There were many hundred law books, in English, French, and Latin; works on medicine, chemistry, agriculture, religion, philosophy, politics, ancient and modern history, and, above all, the Classics. There were ten editions of Homer's *Iliad* and four of the *Odyssey*; six editions of Vergil, four of Anacreon,

<sup>1</sup>Madison was then President.